

Special Educational Needs and Disabilities (SEND) Information Report

More Park Catholic Primary School



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Kent SEND Information Report

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Kent SEND Information Report

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

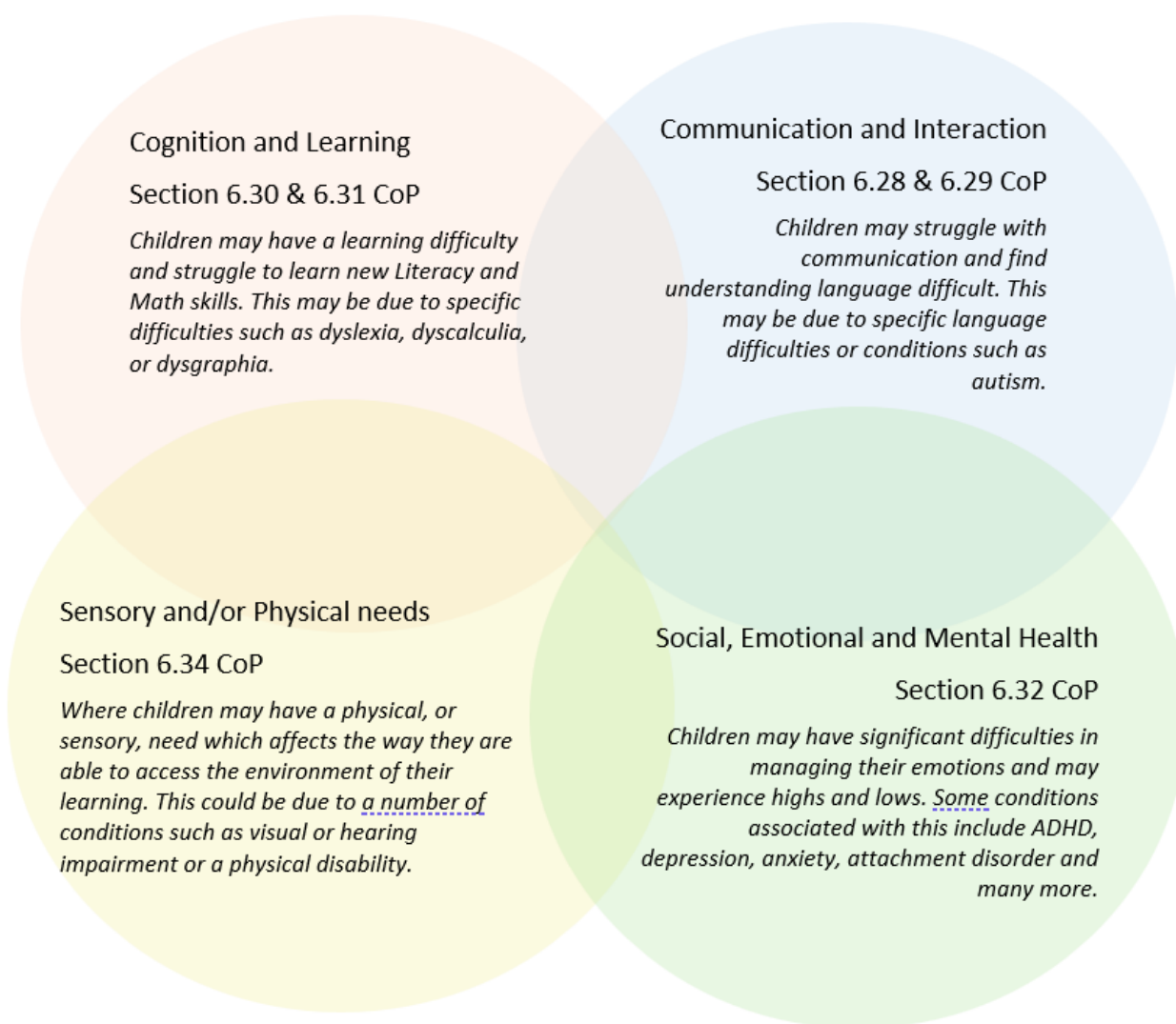
You can find our SEND policy on our website

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):

Kent SEND Information Report



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

2. Which staff will support my child, and what are their key responsibilities?



At More Park, all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Mrs Boden- SENCo (3 days per week)

Miss Cole- Pupil welfare lead

Mrs Allen- Reading teacher

Your first point of call is your child's class teacher. Meet the teacher meetings take place at the beginning of the school year alongside additional transition support for any child who may find change difficult. During meet the teacher you will also be able to meet any support staff working with your child.

For new pupils joining the Foundation Stage home visits are offered and you will have the opportunity to meet key adults working with your children. For any pupils joining at any other time a welcome meeting will be arranged with Mrs Boden and Miss Cole who will be able to answer any questions you may have.

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCo is Mrs Stephanie Boden

Mrs Boden is passionate about ensuring that every child's needs and potential are recognised, understood and supported. Although relatively new to the SENCo role, having taken on the position in January 2026, she brings extensive experience supporting children in their early years and a strong understanding of inclusive practice. From September 2018 to July 2026, she worked as our Early Years Lead, developing a wealth of experience in identifying and responding to children's individual needs, working closely with families and professionals, and creating an environment in which all children can thrive. Stephanie gained her NPQ in Early Years Leadership in 2025. This experience has provided a strong foundation for her work as a SENCo, reinforcing her belief in early identification, effective provision and strong relationships being central to successful outcomes for children with special educational needs. Stephanie works closely with teachers, support staff, parents and external professionals to develop appropriate provision, monitor progress and identify where further support or adaptations may be needed. She is currently undertaking the the NPQ SENCo qualification, which is further developing her knowledge, skills and confidence in leading special educational needs provision.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Training over the past 12 months for staff has included:

- Building Learning Power
- SEMH Inclusion using Mainstream Core Standards
- Supporting children with Tourette Syndrome
- Allergy and anaphylaxis training for schools

Teaching assistants (TAs)

We have a team of 8 TAs, who are trained to deliver SEN provision.

Miss Cole our pupil welfare lead is trained to deliver play therapy, drawing and talking and other interventions to support the emotional wellbeing and mental health of our pupils.

In the last academic year, TA training has included:

- Supporting children with Tourette Syndrome
- Speech and Language Link interventions
- Allergy and anaphylaxis training for schools

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

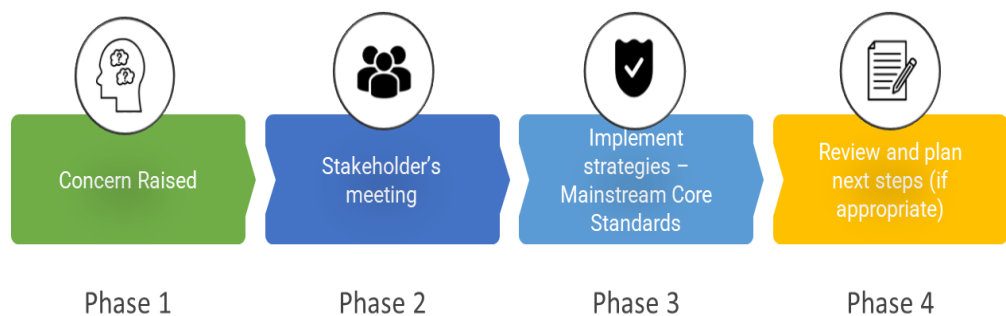
- | | |
|---|------------------------------|
| ➤ Child and adolescent mental health services (CAMHS) | ➤ Occupational therapists |
| ➤ Education welfare officers | ➤ Safeguarding services |
| ➤ Educational psychologists | ➤ School Liaison Officer |
| ➤ GPs or paediatricians | ➤ School nurses |
| ➤ NELFT practitioners | ➤ SEND Inclusion Advisor |
| | ➤ Specialist Teacher Service |

➤ Speech and language therapists

Voluntary sector organisations -

- Salus,
- Imago
- Space to be me
- Slideway

3. What should I do if I think my child has SEND?

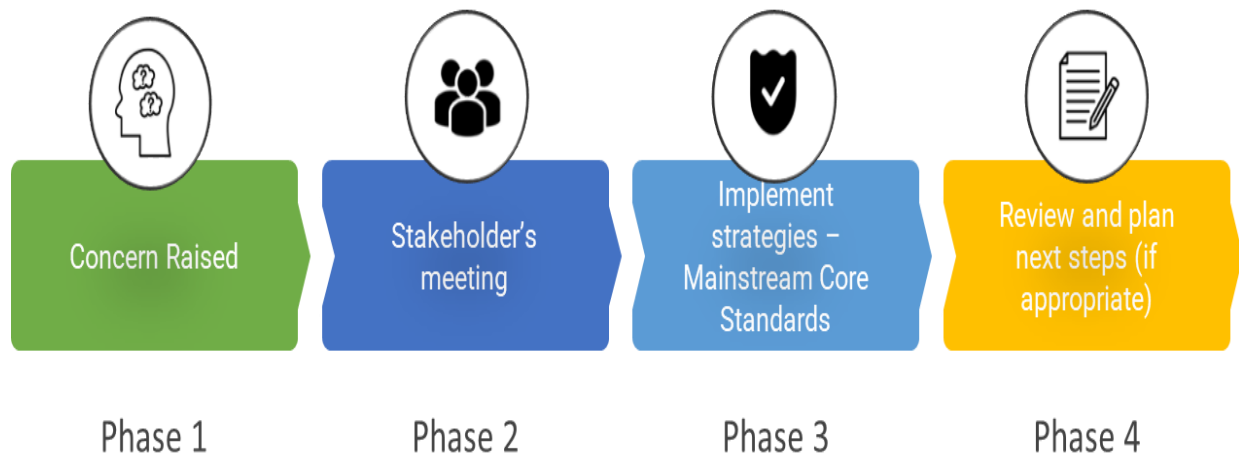


Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. Speak to your child's class teacher in the first instance or email to make an appointment senco@more-park-westmallings.kcsp.org.uk
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive

	additional support and this will be reviewed using the assess, plan, do, review model.
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4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include regular monitoring of class work or routine assessments or it may be through termly progress meetings, monitoring the wellbeing of pupils which features within weekly staff meetings.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

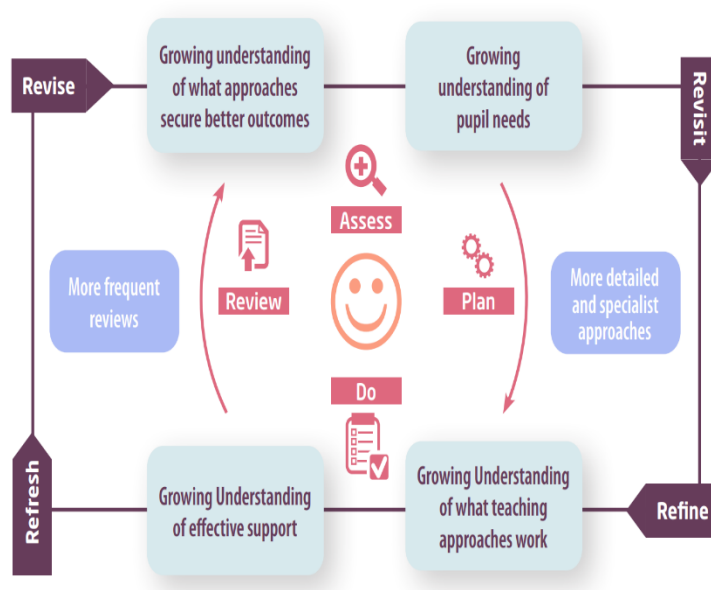
If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

5. How will the school measure my child's progress?

When a need is identified and the usual interventions are not making an impact, the school will arrange a meeting to discuss the next step, which could include further assessments, referrals or seeking advice from the appropriate specialists.

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress which will provide an indication of their attainment in relation to age related expectations along with their current targets followed by an end of year school report. Parent's evenings are held during term 2 and 4 which can be face to face or virtual. In addition to this, further meetings will be arranged to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The additional meetings will be held with Mrs Boden and where possible key adults supporting your child.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please email the school or visit the school office. Class teachers will share how to make contact at meet the teacher meetings and further information will be on class newsletters. Mrs Boden is also contactable via the school office or the senco email address.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Join a meeting to discuss their progress and outcomes.
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting



8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. Seating and position is carefully considered and discussed during transition meetings. We make use of visuals and support vocabulary through knowledge organisers. Visual timetables are in each class.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, speech to text, sensory breaks



- Adapting our resources and staffing



- Using recommended aids, such as laptops, coloured overlays, visual prompts, task management boards, move and sit cushions, weighted Jackets, writing slopes, ergonomic pens and pencils and sensory aids



- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



- Scaffolding lesson materials

We may also provide the following interventions:

- Sensory circuits
- Beam/ fizzy
- Clever fingers
- Memory magic
- Lego therapy

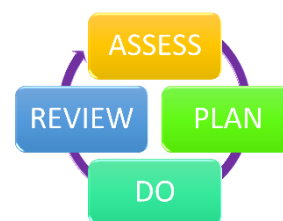
- Reading fluency
- Language link
- Social communication groups (such as talk about/ circle of friends)
- Zones of Regulation

These interventions are part of our contribution to Kent County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks or bi termly
- Using pupil voice
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)



10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



At More Park we aim to provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Sayers Croft.

All pupils are encouraged to take part in the full range of activities we offer such as class assemblies, topic assemblies, craft activities and sports day.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will work in partnership with parents to make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



- We encourage additional visits to ensure any queries or questions are addressed
- Our admissions policy states that all prospective pupils whose EHC plan names the school will be admitted before any other places are allocated.
- Our admissions policy details how our oversubscription criteria avoid unfairly disadvantaging prospective pupils with a disability or special educational needs

[primary-admissions-policy-2025-26.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)

13. How does the school support pupils with disabilities?



The school accessibility plan is kept up to date and relevant to our cohort of children. We are committed to making our school accessible to the range of needs of all of our pupils.

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

14. How will the school support my child's mental health and emotional and social development?

At More Park we understand that emotional wellbeing is fundamental to growth in all other areas of learning. To this end our behaviour policy underpins this and our approaches are child focused and restorative, we encourage restorative language to be used within everything we do.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Sensory and regulatory breaks are encouraged and have resources within school to offer sensory input.
- We adopt a nurture approach to all aspects of school life
- Forest school provision alongside opportunities to learn inside and outside of school
- Pupils with SEND are encouraged to participate in any clubs offered
- The school listening ear is available for children to reach out for support
- Our school dog is available at least twice a week
- We provide extra pastoral support for pupils with additional needs via 'drop in' sessions from Miss Cole or Mrs Boden
- We have a 'zero tolerance' approach to bullying. Annually we train pupils to become anti bullying ambassadors who provide support for their peers during play and lunch time. We offer school buddies to our new pupils joining the Foundation Stage and can offer this to children who are struggling.

15. What support is in place for looked-after and previously looked-after children with SEND?



Mrs Boden works with our pupil welfare team to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:



Hold transition meetings between current and receiving teachers to share information

Follow up meetings with Mrs Boden as necessary

Prepare transition books

Facilitate transition visits to classrooms/ new teachers as appropriate in addition to the 2 transition days provided for all pupils

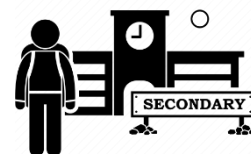
Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Providing transition support via work books or workshops
- Signposting parents to available support



17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the local offer. Kent County Council publishes information about the local offer on their website:

[Special educational needs and disabilities \(SEND\) - Kent County Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Home | IASK](#)

Local charities that offer information and support to families of pupils with SEND can be found on the school website:

[more-park-family-signposting.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](https://s3.amazonaws.com/primarysite-prod-sorted/s3.amazonaws.com/more-park-family-signposting.pdf)

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

18. What should I do if I have a complaint about my child's SEND support?

Any questions about SEND provision in our school should be made to the class teacher in the first instance. Should you have any concerns please contact Mrs Boden. Should the issue remain unresolved please refer to the school's complaints policy.

[Complaints Policy](#)

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Further information can be found on the global mediation website.

[Special Educational Needs and Disability - Global Mediation](#)

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*

- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages